



National
Qualifications

Care Project General assessment information

This pack contains general assessment information for centres preparing candidates for the project Component of Higher Care Course assessment.

It must be read in conjunction with the specific assessment task for this component of Course assessment which may only be downloaded from SQA's designated secure website by authorised personnel.

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Introduction

This is the general assessment information for Higher Care project.

This project is worth 100 marks. This is 100% of the overall marks for the Course assessment. The Course will be graded A-D.

The Course assessment has no other Components.

This document describes the general requirements for the assessment of the project Component for this Course. It gives general information and instructions for assessors.

It must be read in conjunction with the Assessment task for this Component of Course assessment.

Equality and inclusion

This Course assessment has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html

Guidance on inclusive approaches to delivery and assessment in this Course is provided in the *Course Support Notes*.

What this assessment covers

This assessment contributes 100% of the total marks for the Course.

The assessment will assess the skills, knowledge and understanding specified for the project in the *Course Assessment Specification*. These are:

- ◆ applying detailed knowledge and understanding of needs and care services
- ◆ applying detailed knowledge and understanding of human development and behaviour and psychological theories
- ◆ using sociological theories to demonstrate knowledge and understanding of the ways in which social influences can impact on individuals
- ◆ investigating detailed features of positive care practice
- ◆ researching, investigating, analysing, evaluating and presenting information

Assessment

Purpose

The purpose of this assessment is to generate evidence for the added value of this Course by means of a project in which the candidate will have to investigate the needs of an individual or individuals requiring care and the services that meet these needs.

Assessment overview

The project requires candidates to apply knowledge and understanding gained during the Course. The task is to carry out an investigation into the needs of an individual or individuals requiring care and the services that meet these needs.

Prior to starting the project, assessors should ensure that candidates have had opportunities to develop – and get feedback from the assessor and others on – their planning, task management, presentation and investigation skills during the Course. They should also have experience of accessing a range of types of sources of information, and should understand the importance of checking the validity and reliability of any information they use in their work. Candidates should know how to use source material appropriately within a piece of work and how to provide clear references for all source material that they use. The assessor will decide when the candidate is ready to start the assessment task.

Candidates will be given a selection of briefs, provided by SQA, to choose from. Candidates will also select an individual or individuals to base their project on. The assessor will provide guidance on the briefs and individual (s), and ensure that candidates are clear about what each brief entails. Candidates will meet the same project requirements, whatever brief they choose.

Each brief will give information about the focus for the investigation and will be phrased as a question to which candidates must draw a conclusion. Examples of briefs include:

- ◆ Should all care workers be qualified?
- ◆ Is it possible to always create a positive care environment?

Anonymity, confidentiality and ethics

Depending on how the candidate responds to their brief, they may want to refer to case studies that are in the public domain. Appropriate sources for these case studies could be books, newspapers, magazines, professional journals, TV, websites, videos, visiting speakers etc. Whoever the candidate chooses, they must be related to a health or social care environment and the assessor should discuss the suitability of this choice with the candidate.

This is not a practice-based Course and does not involve primary research. This project therefore does not require the candidate to have direct contact with people using care services. If there is a situation where the candidate thinks this might be relevant, then they **must** discuss the suitability of this with their assessor **before** starting the project. If the assessor agrees, then appropriate permission from the relevant person(s) **must** be sought and granted before undertaking the project. In this case, the candidate must change the name of the person and take any other appropriate steps in order to maintain their anonymity throughout the project.

Throughout the project, assessors and candidates should ensure that appropriate safeguards and boundaries are established in relation to real people and that privacy, confidentiality and anonymity are maintained at all times.

Candidates should follow **relevant ethical guidelines** from any appropriate regulatory body when required such as SSSC or NMC.

Carrying out the investigation

Candidates will carry out an investigation into their chosen brief and individual(s), presenting their response to the following prompts:

- ◆ Explain three needs of one or more people requiring care in relation to your brief.
- ◆ Analyse two aspects of human development in relation to your brief.
- ◆ Evaluate the relevance of three psychological theories in relation to your brief.
- ◆ Analyse three social influences in relation to your brief.
- ◆ Use three sociological theories to explain points in relation to your brief.
- ◆ Evaluate features of positive care practice within three care services in relation to your brief.
- ◆ Provide a conclusion about the question posed in your brief.
- ◆ Present appropriate pieces of referenced information from a variety of sources.

All sources of information used in the report must be relevant, appropriate and credible. If unsure, candidates should check this with their assessor. Candidates should always make a full note of the source of each piece so that they can reference it appropriately in the project. This means that the source of the information could be easily found by someone else. When using information in

their report, candidates should amend or adapt the information unless they are using it as a direct quote. They can use graphs, charts, tables, diagrams, text or any other suitable information in their report.

It is essential that candidates reference all sources used within their project. You can find further information on plagiarism on the following SQA web page: www.sqa.org.uk/sqa/71528.5726.html

Assessment conditions

Assessors must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.

This assessment will be carried out over a period of time. Candidates should start their project at an appropriate point in the Course. This will normally be when they have completed most of the work on the Units in the Course. If any candidates require more than what is deemed 'reasonable assistance', they may not be ready for assessment or it may be that they have been entered for the wrong level of the qualification.

Prior to starting the project, assessors should ensure that candidates:

- ◆ have had opportunities to develop – and get feedback from the assessor and others on – their planning, task management, presentation and investigation skills in other contexts during the Course
- ◆ have experience of accessing a range of types of sources of information, and that they understand the importance of checking the validity and reliability of any information they use in their work
- ◆ know how to use source material appropriately within a piece of work and how to provide clear references for all source material that they use

Evidence which meets the requirements of this Component of Course assessment will be between 3,000-4,000 words long, excluding references, footnotes and appendices. The candidate must provide the word count for the completed report, excluding appendices, footnotes and references. If the word count exceeds the maximum by 10%, a penalty will be applied.

Footnotes and appendices should only be used to support information included in the project (for example tables of figures, graphs, statistics, questionnaires, transcripts of interviews) and cannot be used to add information that should be submitted as part of the word count.

The report may be produced in written form or word-processed. Whichever format is used, the assignment should be submitted on paper to SQA for marking.

There are no restrictions on the resources which candidates may have access to during the project.

Candidates must undertake the project independently.

Reasonable assistance may be provided prior to the formal assessment process taking place. The term 'reasonable assistance' is used to balance the need for support with the need to avoid giving too much assistance.

Reasonable assistance prior to the formal assessment process includes:

- ◆ ensuring candidates are clear about the requirements of the project and providing opportunities for candidates, as a group, to ask questions about the requirements
- ◆ discussing with each candidate the suitability of their choice of brief and their approach to the brief, before they start the project

At any stage in the project, reasonable assistance does **not** include:

- ◆ directing candidates to specific sources or resources to be used
- ◆ providing model answers
- ◆ providing any feedback on drafts, including marking
- ◆ monitoring whether individual candidates are keeping to timescales or not

The project will be conducted under some supervision and control. This means that although candidates may complete part of the work outwith the learning and teaching setting, assessors should put in place processes for monitoring progress and ensuring that the work is the candidate's own and that plagiarism has not taken place. For example:

- ◆ regular checkpoint/progress meetings with candidates
- ◆ short spot-check personal interviews
- ◆ checklists which record activity/progress

Assessors should not mark this assessment before it is submitted to SQA. All reports will be externally marked by SQA.

Evidence to be gathered

The following candidate evidence is required for this assessment:

- ◆ the candidate's report

General Marking Instructions

In line with SQA's normal practice, the following General Marking Instructions are addressed to the marker. They will also be helpful for those preparing candidates for Course assessment.

Evidence will be submitted to SQA for external marking.

All marking will be quality assured by SQA.

General Marking Principles for the project

This information is provided to help you understand the general principles you must apply when marking candidate responses to this project. These principles must be read in conjunction with the Detailed Marking Instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) The term 'or any other acceptable response' is used to allow for the possible variation in candidate responses. Marks should be awarded according to the accuracy and relevance of the evidence provided, whether it is included in the examples given in the Detailed Marking Instructions or not.
- (d) Prompts that ask candidates to *explain* require them to relate cause and effect and/or make relationships between things clear.
- (e) Prompts that ask candidates to *analyse* require them to identify relevant pieces of information, the relationship between them, and their relationship to the brief. This might involve analysing data; exploring contradictions, inconsistencies or different views; comparing and contrasting or any other relevant type of analysis.
- (f) Prompts that ask candidates to *evaluate* require them to make a judgement based on criteria such as strengths and/or weaknesses or advantages and/or disadvantages.
- (g) Prompts that ask candidates to *provide a conclusion* require them to provide a reasoned opinion supported by information or data.
- (h) A development of a point (of description, explanation, evaluation or analysis) will provide further related information.
- (i) Marks for the response to a prompt will be allocated at any relevant point in the report where the evidence occurs. There is no requirement for the report to follow any particular order: the structure of the report does not need to follow the order of the prompts.

Detailed Marking Instructions for Higher Care project

Item	Prompt	Max mark	Marking instructions	Additional notes on judging the evidence
A	Explain 3 needs of one or more people requiring care in relation to your brief.	12	<p>Marks will be awarded for explaining up to 3 needs of one or more people requiring care that are clearly related to the brief.</p> <p>A maximum of 4 marks can be awarded for each need</p> <p>For each of the three needs of one or more people requiring care:</p> <ul style="list-style-type: none"> ◆ 1 mark will be awarded for one point of explanation – or a development of a point of explanation – of the need that is clearly relevant to the brief. 	<p>An explanation requires the candidate to relate aspects of a person’s care needs to the brief and make the relationship between them clear.</p> <p>Needs of people could include: social, physical, emotional, cognitive, cultural or any other relevant need.</p> <p>It is possible to use 3 examples under the same need, for example, 3 cognitive needs.</p>
B	Analyse 2 aspects of human development in relation to your brief.	12	<p>Marks will be awarded for analysing 2 aspects of human development that are clearly related to the brief.</p> <p>A maximum of 6 marks can be awarded for each aspect of human development.</p> <p>For each of the two aspects of human development:</p> <ul style="list-style-type: none"> ◆ 1 mark will be awarded for a point of analysis – or a development of a point of analysis – of the aspect that is clearly relevant to the brief. 	<p>An analysis requires the candidate to identify factors that influence human development, the relationship between them, and their relationship to the brief.</p> <p>Aspects of development could include: social, physical, emotional, cognitive, cultural or any other relevant aspect. For example, candidates could choose to analyse a specific aspect such as dementia or disability. Candidates can analyse aspects at any relevant stage of the lifespan of their chosen individual(s).</p>

Item	Prompt	Max mark	Marking instructions	Additional notes on judging the evidence
C	Evaluate the relevance of 3 psychological theories in relation to your brief.	18	<p>Marks will be awarded for evaluating the relevance of 3 psychological theories that are clearly related to the brief.</p> <p>A maximum of 6 marks can be awarded for each psychological theory.</p> <p>For each of the three psychological theories:</p> <ul style="list-style-type: none"> ◆ Up to 2 marks for theoretical knowledge relevant to the brief. ◆ 1 mark for each point of evaluation – or development of a point of evaluation – that is clearly relevant to the brief. 	<p>An evaluation requires the candidate to make a judgement about psychological theories based on criteria, such as the strengths and/or weaknesses or the advantages and/or disadvantages of the chosen theories in relation to the brief.</p> <p>Candidates can refer to classical and/or contemporary psychological theories and must use appropriate psychological terminology to support their chosen theory.</p>
D	Analyse 3 social influences in relation to your brief.	15	<p>Marks will be awarded for analysing up to 3 social influences that are clearly related to the brief.</p> <p>A maximum of 5 marks can be awarded for analysing each social influence.</p> <p>For each of the three social influences:</p> <ul style="list-style-type: none"> ◆ 1 mark will be awarded for a point of analysis – or a development of a point of analysis – of the social influence that is clearly relevant to the brief. 	<p>An analysis requires the candidate to identify social influences, the relationship between them, and their relationships to the brief.</p>

Item	Prompt	Max mark	Marking instructions	Additional notes on judging the evidence
E	Explain the relevance of 3 sociological theories in relation to your brief.	18	<p>Marks will be awarded for explaining up to 3 sociological theories that are clearly related to the brief.</p> <p>A maximum of 6 marks can be awarded for explaining each sociological theory.</p> <p>For each of the three sociological theories:</p> <ul style="list-style-type: none"> ◆ Up to 2 marks for theoretical knowledge relevant to the brief. ◆ 1 mark will be awarded for one point of explanation – or a development of a point of explanation – of the aspect that is clearly relevant to the brief. 	<p>An explanation requires the candidate to relate sociological theories to the brief and make the relationship between them clear.</p> <p>Candidates can refer to classical and/or contemporary sociological theories and must use appropriate sociological terminology to support their chosen theory.</p>
F	Evaluate features of positive care practice within 3 care services in relation to your brief.	18	<p>Marks will be awarded for evaluating features of positive care practice within 3 care services that clearly related to the brief.</p> <p>A maximum of 6 marks can be awarded for evaluating positive care practice within each care service.</p> <p>For each of the three care services:</p> <ul style="list-style-type: none"> ◆ 1 mark for each point of evaluation – or development of a point of evaluation – that is clearly relevant to the brief. 	<p>An evaluation requires the candidate to make a judgement on positive care practice within care services based on criteria such as the strengths and/or weaknesses or the advantages and/or disadvantages of the chosen features in relation to the brief.</p> <p>Features of positive care practice must relate to appropriate legislations, Codes of Practice, National Care Standards and/or NMC guidelines.</p>

Item	Prompt	Max mark	Marking instructions	Additional notes on judging the evidence
G	Provide a conclusion about the question posed in the brief	5	<p>Marks will be awarded for reaching conclusion(s) which are clearly related to the question posed in the brief and are supported by information or data.</p> <ul style="list-style-type: none"> ◆ 1 mark for each point of conclusion – or developed point of conclusion – that is relevant to the brief. <p>These marks will be allocated throughout the report, and do not need to be awarded only at the end of the report.</p>	<p>Providing a conclusion requires candidates to provide a reasoned opinion about the question posed in the brief supported by information or data.</p> <p>Although candidates are likely to reach an overall conclusion in relation to the question posed in the brief at the end of their report, marks for points of conclusion can be awarded at any point in the report.</p>
H	Present appropriate pieces of referenced information from a variety of sources	2	<p>Candidates will be awarded up to 2 marks for presenting referenced information in an appropriate way.</p> <ul style="list-style-type: none"> ◆ 2 marks can be awarded for accurate referencing. ◆ 1 mark can be awarded for mainly accurate referencing. 	<p>Information should be referenced in such a way that the source of the information could be easily found by someone else.</p> <p>The information should be used appropriately within the report.</p> <p>Types of sources could include books, newspapers, magazines, professional journals, TV, websites, videos, visiting speakers etc.</p>

Administrative information

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History of changes

Version	Description of change	Authorised by	Date
1.1	<p>Assessment - Purpose: small amendment to wording regarding individuals.</p> <p>Assessment overview: small amendments to wording regarding individuals.</p> <p>Anonymity, Confidentiality and Ethics: small amendments to guidance regarding the candidates choice of individual to study, safeguarding and ethical guidelines. Information also included regarding plagiarism.</p> <p>Assessment Conditions: information added regarding word count.</p> <p>Detailed Marking Instructions: amendments to Marking Instructions for prompts C, E and H. With amendments to Additional Notes on Judging the Evidence for prompts A, B, D, F and H.</p>	Qualifications Manager	September 2015
2.0	<p>Detailed Marking Instructions: amendment made to prompt E and an increase in marks allocated to this item. Item H: requirement removed for specifically 5 pieces of referenced information to be submitted and a reduction in the marks allocated to this item from 5 marks to 2 marks (pages 10–11).</p> <p>Additional information added to Assessment Conditions section to clarify the information that may be used within footnotes and appendices (page 5).</p>	Qualifications Manager	September 2016

Security and confidentiality

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